



WASHINGTON
EARLY ACHIEVERS
PREPARING CHILDREN FOR SUCCESS IN SCHOOL

Revised April 2013



EARLY ACHIEVERS, Washington's Quality Rating and Improvement System Standards

A Framework to Support Positive Child Outcomes

LEVEL 1: Licensing or Certification

Facility must be licensed by the Washington State Department of Early Learning or have recognized, approved certification (Military, Head Start, ECEAP, Tribal).

LEVEL 2: Professional Growth and Facility Management

Facility must meet all Level 1 requirements and serve children birth to age 5 in order to register for Level 2.

LEVEL 2 APPLICATION PROCESS

Applicants must complete prior to beginning Level 2 activities:

- ▶ Attend Early Achievers Orientation.
- ▶ Complete and submit facility registration in MERIT.
- ▶ Complete and submit Early Achievers Registration.

LEVEL 2 ACTIVITIES

Documentation (in MERIT, Early Achievers Application Level 2)

- ▶ Complete Facility Profile
- ▶ Complete and submit Early Achievers self-assessment*
 - ▶ Environment Rating Scale (ERS)
 - ▶ State standards

Complete Professional Training Series (director/owner/program supervisor)

- ▶ Washington State Early Learning and Development Guidelines
- ▶ Washington State Core Competencies for Early Care and Education Professionals
- ▶ Introduction to Cultural Competence
- ▶ QRIS Strengthening Families for Early Learning Professionals
- ▶ Introduction to the Environment Rating Scales (ERS) and Classroom Assessment Scoring System (CLASS)
- ▶ QRIS School Readiness

REQUIREMENTS TO ACHIEVE LEVEL 2 STATUS**

- ▶ Ensure all facility staff caring for children have an active professional record in MERIT.
- ▶ Complete and submit Early Achievers Application for Level 2 within one year.
- ▶ Must be fully licensed (no initial licenses).
- ▶ License cannot be suspended, revoked, or on probation.



*The ERS/CLASS Overview must be taken prior to completing the Early Achievers Self-assessment.

**Facility must meet all of the below requirements and have achieved Level 2 status prior to applying for an evaluation to earn a Level 3 to 5 rating.

LEVELS 3, 4, & 5: Points Accumulation

LEVEL 5
91-100 points

LEVEL 4
70-90 points

LEVEL 3
30-69 points

LEVEL 2
Professional
Growth
and Facility
Management

LEVEL 1
Licensing or
Certification

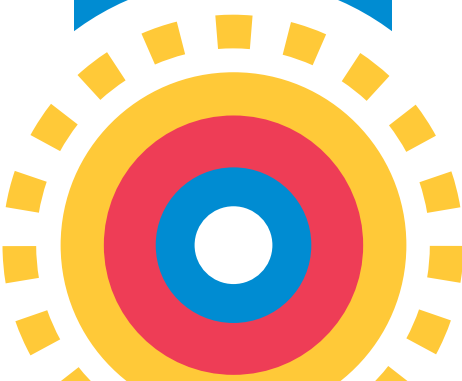
Levels 3 to 5 are based on points. Your facility rating is determined by the number of points you earn during your independent evaluation. Each assessed classroom/family home child care must score at least a 2 on Instructional Support in the CLASS, a 3.5 on Emotional Support and Classroom Organization/Emotional and Behavioral Support in the CLASS and a 3.5 on the ERS to achieve a Level 3 to 5 rating. Facilities that do not meet these minimum thresholds will receive a Level 2 rating.

POINTS AWARDED FOR THESE AREAS:

- ▶ Child Outcomes
- ▶ Facility Curriculum & Learning Environment & Interactions
- ▶ Professional Development & Training
- ▶ Family Engagement & Partnership

Your overall points will determine your final rating. Degrees and credentials must be verified in MERIT in order to earn professional development points. The points are:

Child Outcomes	+10 points
Facility Curriculum and Learning Environment and Interactions (70 points total)	
Classroom/FCC Home Environment (CLASS/ERS)	+55 points
Curriculum, Learning and Assessment	+15 points
Professional Development and Training	+10 points
Family Engagement and Partnership	+10 points
Grand Total	100 points



POINTS ACCUMULATION

Child Outcomes / 10 points

Component	Sub-Component One	Sub-Component Two	Total Points
Developmental screening is conducted within 90 days of enrollment and results are shared with parents	Records Review (1 point)		1 point
Daily Individual Child Experience of Quality	Engagement (1 point)	Language (1 point)	2 points
Ongoing assessment of children's strengths and needs to monitor progress (e.g., child portfolio/ work sampling assessments) and inform instruction	Records Review (1 point)	Focal Child Analysis (1 point)	2 points
Share individualized child data with parents			1 point
Evidence of family engagement, data sharing, and transition supports for individual children (as measured by Focal Child)			1 point
Use of WaKIDS Assessment Tool <u>or</u> demonstration/ documentation of alignment to WaKIDS Assessment process			1 point
Individualized Instruction for all children			1 point
Periodic review and use of child assessment data for continuous program improvement (e.g. analyze group patterns and behaviors)			1 point

Facility Curriculum, Learning Environment, Interactions / 70 points

Classroom/FCC Home Environment / 55 Points

Measurements	Point range options, based on average facility score		
CLASS: Instructional Support/ Engaged Support for Learning*	2 to 3.4 (10 points)	3.5 to 4.4 (15 points)	4.5 & higher (20 points)
CLASS: Emotional Support & Classroom Organization/Emotional and Behavioral Support**	3.5 to 4.9 (10 points)	5.0 to 5.9 (15 points)	6.0 & higher (20 points)
ERS**	3.5 (5 points)	5 (10 points)	6 (15 points)

* No one classroom can score below a 2 to receive a rating of 3 or higher

** No one classroom can score below a 3.5 to receive a rating of 3 or higher

Curriculum and Staff Supports / 15 points

Component	Sub-Component One	Sub-Component Two	Total Points
Curriculum Profile	Show evidence of Program Curriculum Philosophy (1 point)	Demonstrate alignment with Washington State Early Learning and Development Guidelines (2 point)	3 points
Training	Lead Teaching Staff* or FCC Owner trained on Program Curriculum Philosophy (2 points)	Lead Teaching Staff* or FCC Owner trained on Washington State Early Learning and Development Guidelines (3 points)	5 points
Ongoing mentoring of teaching staff** to support improvement in curriculum and teacher child interactions			3 points
Dedicated time for teaching staff** planning time on a weekly basis			2 points
Dedicated time for teaching staff** to engage in reflective practice with peer group on a monthly basis			2 points

* Includes family child care assistants

** Includes FCC primary educator/care provider

Professional Development and Training / 10 points

Center Director or Program Supervisor

AA in ECE or related field	Level 3 of the Core Competencies for Early Care and Education Professionals	1 point
BA in ECE or related field	Level 4 of the Core Competencies for Early Care and Education Professionals	2 points
MA in ECE or related field	Level 5 of the Core Competencies for Early Care	4 points

Center Designated Lead Teaching Staff

(at least one staff person per classroom must be designated lead)

25% have CDA or approved certificate or credential (12 credits or higher)	Level 2 of the Core Competencies for Early Care and Education Professionals	1 point
25% have AA or higher in ECE or related field	Level 3 of the Core Competencies for Early Care and Education Professionals	2 points
25% have BA or higher in ECE or related field	Level 4 of the Core Competencies for Early Care and Education Professionals	3 points

Center - All Other Teaching Staff (assistants and aides)

25% have CDA or approved certificate or credential (12 credits or higher)	Level 2 of the Core Competencies for Early Care and Education Professionals	1 point
50% have CDA or approved certificate or credential (12 credits or higher)	Level 2 of the Core Competencies for Early Care and Education Professionals	2 points
25% have AA or higher in ECE or related field	Level 3 of the Core Competencies for Early Care and Education Professionals	3 points

Family Child Care Provider or Primary Worker

CDA or approved certificate or credential (12 credits or higher)	Level 2 of the Core Competencies for Early Care and Education Professionals	3 points
AA in ECE or related field	Level 3 of the Core Competencies for Early Care and Education Professionals	5 points
BA in ECE or related field	Level 4 of the Core Competencies for Early Care and Education Professionals	7 points
MA in ECE or related field	Level 5 of the Core Competencies for Early Care and Education Professionals	10 points

Family Engagement and Partnership / 10 points

Component	Total Points
Complete modified Strengthening Families Self-assessment (Director/Owner)	1 point
Develop a Plan of Action based on Strengthening Families Self-assessment	1 point
Provide evidence of continuous feedback and improvement (Plan of Action)	1 point
Have a parenting support and education program in place (e.g. Incredible Years, Triple P Parenting, CSEFEL Parenting Modules, Parents as Teachers etc.)	1 point
Provide information about community based programs available for parents in languages represented in the facility (e.g. community mental health, child nutrition, physical fitness, food banks, Child Find, medical/dental resources etc.)	1 point
Evidence of transition plans/policies in place for changes in settings and providers	3 points
Partner with parents to determine perception of child strengths and needs	2 points

